



Title	Ways to facilitate English language learning for predominantly inattentive students with attention deficit hyperactivity disorder
Other Contributor(s)	University of Hong Kong
Author(s)	Yu, Ming-sum, Antonia; 余銘芯
Citation	
Issued Date	2009
URL	http://hdl.handle.net/10722/123908
Rights	Creative Commons: Attribution 3.0 Hong Kong License

Ways to facilitate English Language Learning for Predominantly Inattentive Students with Attention Deficit Hyperactivity Disorder

Chapter One **Background and Purpose of the Study**

1.1 Introduction

“Many children with learning disabilities also have attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD).” (Poon-McBrayer & Lian, 2002) It is very important for teachers to know more about this group of students in order to find out a suitable ways or methods to teach them. When teachers are able to find a suitable ways or methods in teaching a certain type of students, they can thus help in facilitating the learning of students.

1.2 Need for the Study

“ADHD is an increasingly important educational issue.” (Fitzgerald, Bellgrove and Gill, 2007) When students become inattentive during lesson, he/she will not be able to learn in a lesson. In order to help this group of students, teachers need to know the reasons why they are inattentive in a lesson and work towards the reasons to come up with a method which can facilitate the learning of inattentive students. In English teaching, there are a lot of language focuses. It is important for an English teacher to notice students are inattentive in which language focus and uses an appropriate method to teach the students so as to make them on-task.

1.3 Purpose of the Study

1.3.1 Research Questions:

In this research is attempting to find out why students are inattentive during lessons, how teachers treat inattentive students in class and find out ways teachers can help inattentive students for their learning.

1.3.2 Hypothesis:

Generally, there are several reasons why students are inattentive during a lesson. They are inattentive because they think that the lesson is boring, they are thinking of something else. Also, they are not interested in English can also be the reason. Apart

from that, for students with low command of English, they will become inattentive since they do not understand what the teacher is doing.

As a teacher, he/she should treat inattentive students with a right way when they display off-task behaviors. About teaching, appropriate teaching approaches, classroom setting and apply disciplinary consequences can help to facilitate students' learning.

1.4 Assumption of the Study

Students can be attentive during lesson if teachers understand the reasons why students are inattentive and have good teaching strategies which can keep students to be attentive.

1.5 Limitations of the Study

The research is only carried in one school and only involves students and teachers in that school.

When distributing questionnaires to students, it is hard to distribute questionnaires to all the students in the school. About collecting back the questionnaires, it is hard to receive all the questionnaires back from students and English teachers.

1.6 Definition of Terms

ADD refers to Attention Deficit Disorder

ADHD refers to Attention Deficit Hyperactivity Disorder

Chapter Two **Review of Related Literature**

2.1 Introduction

In this Chapter, it will include literature review about students' attentiveness in students' perspective and teachers' perspective. Before starting the research, it is very important to investigate the reasons why students are inattentive in the classroom. On the other hand, to know about teachers perception on students and their acceptancy on students are important.

In the English curriculum, students have to learn different language focuses, it is also important for us to know which language focuses will make students become

inattentive and how can teachers deal with it.

2.2 Characteristics of predominantly inattentive students with ADHD

In this section, some of the characteristics of predominantly inattentive students with ADHD are going to mention. The characteristics that have been mentioned here are also able to be observed in classroom situation.

2.2.1 Poor Concentration

Students who are predominantly inattentive with ADHD used to have poor concentration. “Children will be easily distracted in the classroom, preferring to pay attention to each and every noise and motion that happens outside the room or, at the very least, to anything that isn’t what the teachers wants the child to pay attention to.” (Spohrer, 2007) As this group of students are easily distracted by things around, they are always inattentive in class due to poor concentration.

2.2.2 Fail to follow instruction

As predominantly inattentive students with ADHD are always distracted by things around them, they are somehow now able to receive the instruction given from teacher in school. The “often do not follow instructions and fails to finish schoolwork or duties”. (Lensch, 2000) This is very important that teachers should make sure this group of students have pay attention and understand what to do whenever they have given out any instruction.

2.2.3 Academic Delay

As mentioned in the above, students who are predominantly inattentive with ADHD are generally having poor concentration and fail to follow instruction in school. These two reasons are driving this group of students to have an academic delay. It is surprise that among ADHD students, 80% of them will have academic delay whereas for normal students, they are only having 10%. ADHD students are having 70% more than normal students in having academic delay. (Goldstein & Goldstein, 1990)

2.2.4 Impulsive

“The problem of impulsivity is sometimes scientifically defined as a pattern of rapid, inaccurate responding to tasks.” (Brown & Quay, 1977) Since students with predominantly inattentive in ADHD are easily distract by other things, they are also always do other things without teachers’ permission during lesson. This is because

“they shift frequently from one activity to another, has trouble waiting his or her turn, and often speaks or acts before thinking about consequences”. (Kajander, 1995) In relation to that, teachers should always keep an eye on this group of students so as to avoid them to display off-task behavior.

2.2.5 Fail to give close attention

Since predominantly inattentive students with ADHD are generally easily distract by things to things, “they often fail to give close attention to details or makes careless mistakes in schoolwork or activities.” (Quinn, 1997) It is often common that even teachers have asked the whole class to avoid certain mistakes in their homework; students who are predominantly inattentive with ADHD still have the mistakes wrong. Teachers always need to double check if this group of students gets his/her message or not.

2.3 Students’ Perspective

2.3.1 Students’ perception on their attentiveness in class

For some predominantly inattentive students with ADHD, it is hard for them to stay attentive during the lesson. They tend to display off-task behaviors and do not learn at all. “Numerous investigators have observed that ADHD children demonstrate poor school achievement.” (Braswell & Bloomquist, 1991)

Students who are predominantly inattentive with ADHD generally think that it is normal for them to have worse results than others classmates. They believe that “get work done is a problem no matter what grade they are in or how smart they are”. (Quinn, 1995)

Also, predominantly inattentive students with ADHD are generally having low self-esteem. (Cimera, 2002) Usually, having poor grades in academic caused them to have low self-esteem, especially when they are comparing themselves with other students in the class.

2.3.2 Students’ motivation Vs Students’ attentiveness in class

Students’ motivation in learning has a strong relation with their attentiveness in class. Students who are predominantly inattentive with ADHD are generally hard to pay attention during lesson. It is very important for them to find out ways to motivation themselves in order to pay attention in class. An ADHD student from a high school in Atlanta said that as an ADHD student, it is important to give yourself a reason to pay attention. (Hartmann, 1995) Having a reason to stay attentive in class is good motivation for ADHD students.

Sometimes, students have low motivation in learning because they think that the lesson is boring. They tend not to listen to teacher and distract by other things in the classroom. This phenomenon is called Selective inattention. “Selective inattention indicates difficulty regulating attention within academic.” (Zentall, 2006) Teachers should help the students to change their thought that lessons are boring.

For some students, they do not know that they are predominantly inattentive students with ADHD. Some students claim that they “just have so many other things on their mind”, “chairs are so blasted uncomfortable” and “if they do not do something with their hands, they will fall asleep.” (Guyer, 2000) Students should find ways to keep themselves attentive in lesson.

2.3.3 Language focuses and lesson planning Vs Students’ attentiveness in class

In language learning, students who are predominantly inattentive in ADHD will have different learning ability when comparing to other students. Genes of the predominantly inattentive students with ADHD is one of the reasons for having the different in learning ability. “Different genes may be operative at different stages of development, and that factors such as learning problems and Conduct Disorder may modify outcome.” (Levy & Hay, 2001)

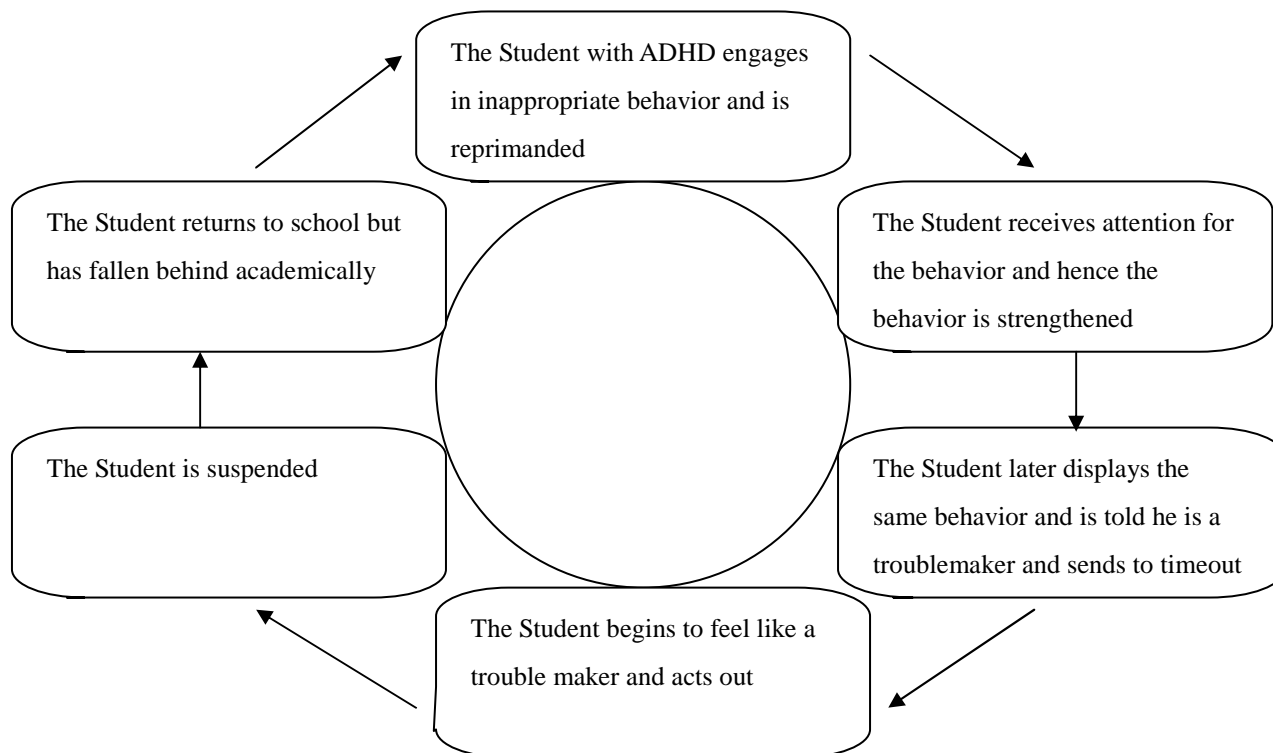
Students with ADHD are generally having a lot learning problems. They may have problem in reading, writing, listening and speaking. “20 percent have reading difficulties” and surprisingly, “60 percent have serious handwriting difficulties” (Munden & Arcelus, 1999). Apart, “important oral information is continually misperceived or misunderstood. Oral messages are remembered in a cluttered or scrambled way, leaving different impressions than were intended by the speaker.” For the oral skills, predominantly inattentive students with ADHD will have “difficulty organizing his or her mental material to tell about an event or describe what happened”. (Jordan, 1992)

As predominantly inattentive students always become bored during lesson. Teachers can try to set some tasks or homework which request higher-order thinking skills for this group of students. Proulx-Schirduan, Shearer & Case (2009) suggest that teachers can prepare broad student projects which allow learners to draw on much intelligence and cover information in greater depth. They also suggest that teachers can set assessments that provide students with a means to “demonstrate their higher-order thinking skills.

2.3.4 Receiving Disciplinary Consequences when students are inattentive in class

Students generally agree and believe that they need to receive disciplinary consequences when they are inattentive and displaying off-task behavior in class.

Students with ADHD tend to have more behavioral problems and they will receive more intense negative attentions form teachers. Students will generally tend to have a negative cycle if they behave badly in class but not having disciplinary consequences from teachers. Weyandt (2006) suggested the following negative cycle:



2.4 Teachers' Perspective

2.4.1 Teachers' perception on students with ADHD

Perception from teachers on students is generally based on students' attitude and behavior in school. Teachers may sometimes put predominantly inattentive students with ADHD at an additional disadvantage at school. "Partly because of their inattentiveness and partly because of difficulty with processing information, children with AD/HD often have the added problem of deficits in their knowledge and skills base." (Alban-Metcalf & Alban-Metcalf, 2001)

"Some children may be labeled ADD simply because they learn differently from the way most students learn." (Armstrong, 1995) Teachers should not label some group of students simply because they are acting different with others. Teachers should try to find out why certain groups of students act differently from others. "Labeling may not be the first wounding that ADD children experience in life; it is often one of the most severe, particularly for kids." (Hartmann, 1998)

Some teachers may think that predominantly inattentive students with ADHD are

a group of troublesome students in school. Based on this reason, teachers sometimes will “plead ignorance and pass the buck” (McEwan, 1995) to others. Teachers should not have this attitude but try to know more about this group of students.

2.4.2 Teachers’ acceptancy on students with ADHD

It is very important that teachers not to label the predominantly inattentive students with ADHD in the classroom. Teachers should be “encouraging, supporting, and assisting the child”. (Munden & Arcelus, 1999) Students will not think that they are part of the class if teachers neglect them or label them. In this case, predominantly inattentive students with ADHD may tend to display off-task behaviors which create a bad classroom environment for learning.

Apart, teachers usually accept that predominantly inattentive students with ADHD generally have learning disability. This group of students has a later oral vocabulary age, reading age and spelling age. Jordon (2006) suggests the below:

Oral vocabulary age (ability to make conversation, use words correctly)	18	Adult level
Reading age (ability to glean the full meaning of printed material)	17	12 th grade
Spelling age (ability to spell words correctly from memory or dictation)	16	11 th grade

2.4.3 Teaching methods Vs Students’ attentiveness in class

Students who are predominantly inattentive with ADHD may have problem when having reading, listening, speaking or writing in class. It is very important for teachers to find out a suitable teaching method that can help them to overcome the learning problems. It is good to “integration the various strategies into treatment programs that are based on individual student needs, such that all students with ADHD experience success in school.”(DuPaul & Stoner, 1994)

As what mention below, the learning method for a predominantly inattentive students with ADHD is somehow different from other students. Teachers should understand that type of students more in order to come with good teaching methods that can facilitate their learning. “Modify assignments as necessary.” (O’reagan, 2007) The normal design on lesson material may not be suitable for predominantly inattentive students with ADHD. Teachers should spend more time on modifying the lesson and even develop an individualized programme if possible.

Sometimes predominantly inattentively students with ADHD display off-task behavior as they think that the task is boring to them. Teachers should not repeat tasks so students will not feel boring. “Follow-on tasks could motivate a child to complete

non-favoured tasks.” (Holowenko, 1999) Also, praising students when they have completed a task will create satisfaction on students making him/her willing to work on tasks.

2.4.4 Classroom Setting Vs Students’ attentiveness in class

In a class with students who are predominantly inattentive with ADHD, language teaching cannot be facilitated if having a normal seating arrangement. “One of the most common modifications to the classroom environment involves moving the child’s desk away from other children to an area closer to the teacher at the front of the classroom, but including them as part of the regular class seating.” (Fitzgerald, Bellgrove and Gill, 2007) Teachers should not neglect the inattentive students but to come up with a good seating arrangement that can facilitate their learning.

Students may sometimes have conflict with each other during lesson. With a class with predominantly inattentive students with ADHD, teachers need to spend a lot of time to come up with the best seating plan that helps to avoid students from having conflicts. Students with “ADHD are difficulty getting along with other children of the same age. When placed in socially frustrating situations, children with ADHD are more likely than others to respond impulsively without thinking through the consequences of their actions.” (Greenberg & Horn, 1991)

Making inattentive students sitting at the front of the class can help them to become attentive during lesson. A teacher in Atlanta claims that putting inattentive students in the front row, they do not have other students around them that they can see who distract them. Apart, the teacher also said that she is able to keep a better eye on the state of their attention. (Hartmann, 1995)

2.4.5 Teachers’ action when Students are inattentive in class

In school, “dealing with difficult behavior as a matter of discipline may appear to be the obvious approach but it has disadvantages as well as benefits.” (Head, 2007) Teachers will generally punish students with different means when students are displaying off-task behavior.

Even though predominantly inattentive students with ADHD may sometimes display off-task behavior in the classroom, when they being good in the classroom, it is important for teachers to praise them too. “Small. Short-term rewards should be available rather than larger long-term ones.” (Cooper & Bilton, 1999) With suitable praising, this can help to boost their motivation in learning.

2.5 Conclusion

Based on the literature reviews, it shows that there are strong rationales for having the research. It is very important for teacher to find out why students are inattentive during lesson and find out ways to help inattentive student to facilitate their learning.

Chapter Three

Research Design and Method

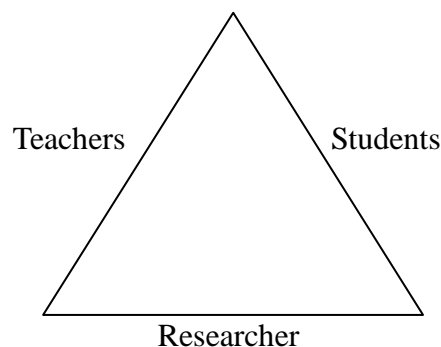
3.1 Introduction

This chapter includes how the research is designed and disclose the background of all the interviewees who participant in the research. This chapter will also describe the procedure on how the research is carried out.

3.2 Research Design

This research is divided into three parts: questionnaires for students and teachers, lesson observations and interviews with teachers.

In this design, it is able to collect information from students and teachers in order to eliminate bias in the research findings. Students, teachers and researcher have formed a triangulation which helps in facilitating to get the most accurate result from the research.



With the questionnaires' data, there will be comparison for students and teachers point of views. Students' learning attitude can be observed during the class observations.

3.2.1 Independent Variables

Teachers who teach predominantly inattentive students with ADHD are the independent variables in this research.

3.2.2 Dependent Variables

Students who are predominantly inattentive with ADHD are the dependent variables in this research since their performance will be varied when teachers use different teaching methods or approaches in teaching.

Therefore, teaching methods or approaches are also the dependent variable in this research as teaching methods or approaches can be changed by teachers for adjustment with different kinds of students in the classroom.

3.3 Site

The school participated in this research in a Band 3 CMI Aided Co-ed school in Central and Western district. In this school, students are usually inattentive during lessons especially lower form students. Students usually get distracted in the lessons that make them to become inattentive. As a whole, there are at least 5 students in this school have diagnosed of being predominantly inattentive with ADHD.

3.4 Participants

Participants in this research include students and teachers from the school mentioned in the above sub-section. For students, both lower form and higher form students are included.

A letter about the research and the research proposal have been sent to the school about this research and approved to carry out by the principal. The letter has mentioned that all the information students and teachers provide will be treated with the utmost confidentiality and anonymity. Further, participants have the right not to be included in my analysis and if any student or teacher does not wish to be included, it will act according to their wish. Participants can withdraw in this research whenever they feel uncomfortable. The information collected will only be used for the dissertation and will be destroyed or returned to the school after the dissertation grade has been approved.

3.5 Instrumentation

Questionnaires, interviews and class observations have been carried out in this research. Questionnaires are distributed to students and teachers. 4 Class observations from lower form and senior form have been carried out and their respective English teachers have been invited for an interview.

3.6 Procedure

3.6.1 Validity of the Study

In this research, apart from distributing questionnaires to students and teachers, class observations and interviews with teacher are also carried out.

Analyze in this research is valid as experienced English Language teachers have commented about it. Apart, “interview and rating scale data are subject to a number of limitations, including the inherent biases of those answering the interview questions and completing the questionnaires.” (Barklet, 1998) Thus, “these data should be supplemented with assessment of child behavior.” (DuPaul & Stoner, 2003) In this way, the carry out of class observations make the research more valid.

3.6.2 Reliability of the Study

The questionnaires are distributed to lower form and higher form respectively; in this case, the result will not be bias on either side. Apart, the findings from the research are not only relying on the data from the questionnaires, class observations and interviews with teachers are also carried out so as to check if the data from the questionnaires are valid.

Apart from the above, the information in the research is confidentiality and anonymity; all the participants are therefore able to express their viewpoints freely.

3.6.3 Triangulation of the Study

Triangulation in research can ensure the validity and reliability of the research as opinions from different parties can be collected by different means.

As in this research, with triangulation, data for the research is collected from students and teachers in their perspective as well as form the researcher point of views. Analysis can be thorough in this way and bias will be eliminated.

3.7 Collection of Data

Data are collected through questionnaires, interviews and class observations. Data collect form the participants are all based on their free will.

3.8 Analysis of Data

Analysis in this research will be based on the existing literature review done before the research start. Data collected from the participants will all be used in the analysis.

Chapter Four

Results

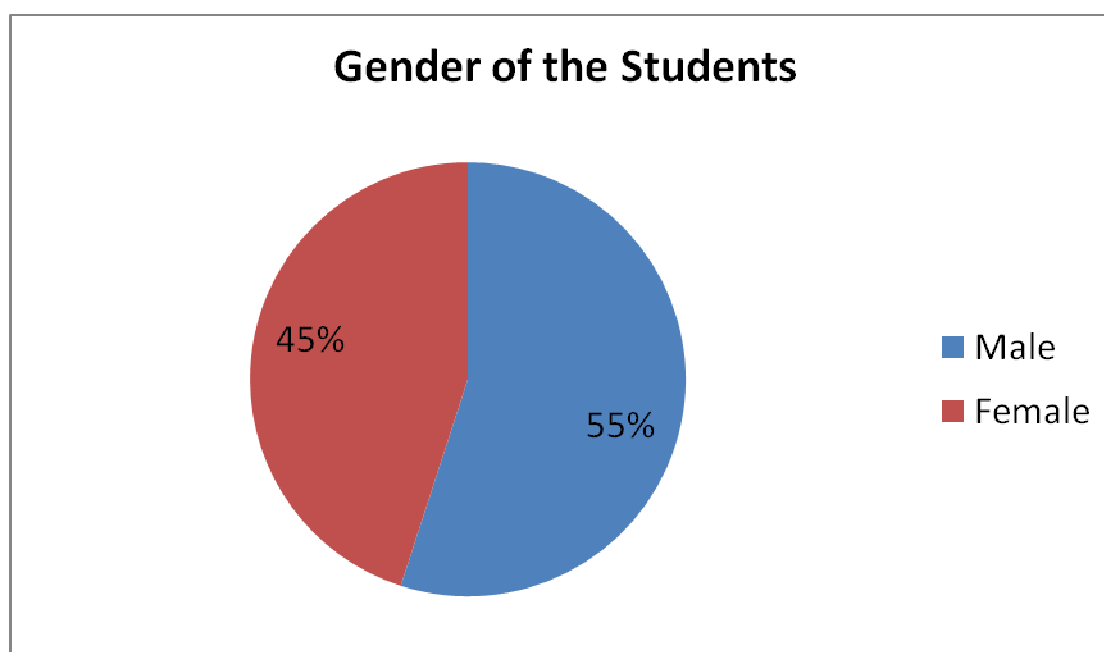
4.1 Introduction

This chapter will have demographic information of the results in the questionnaires which have been given to students and teachers. Demographic information of the results from students and teachers will be presented in different sub-sections. 170 questionnaires have been distributed to students with 162 returned. 17 questionnaires have been distributed to teachers with 15 returned.

4.2 Demographic Information of Participants – Students

Table 4.2.1 Gender of the Students (N=162)

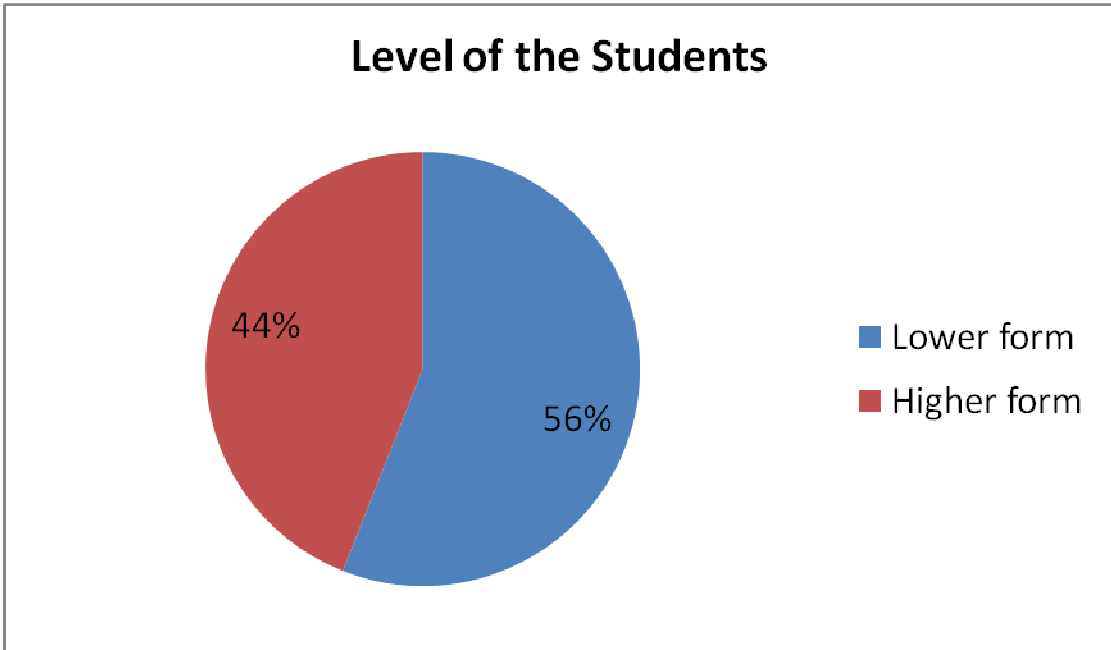
	n	%
Male	89	55
Female	73	45



55% of the participants were males while the remaining were females.

Table 4.2.2 Level of the Students (N=162)

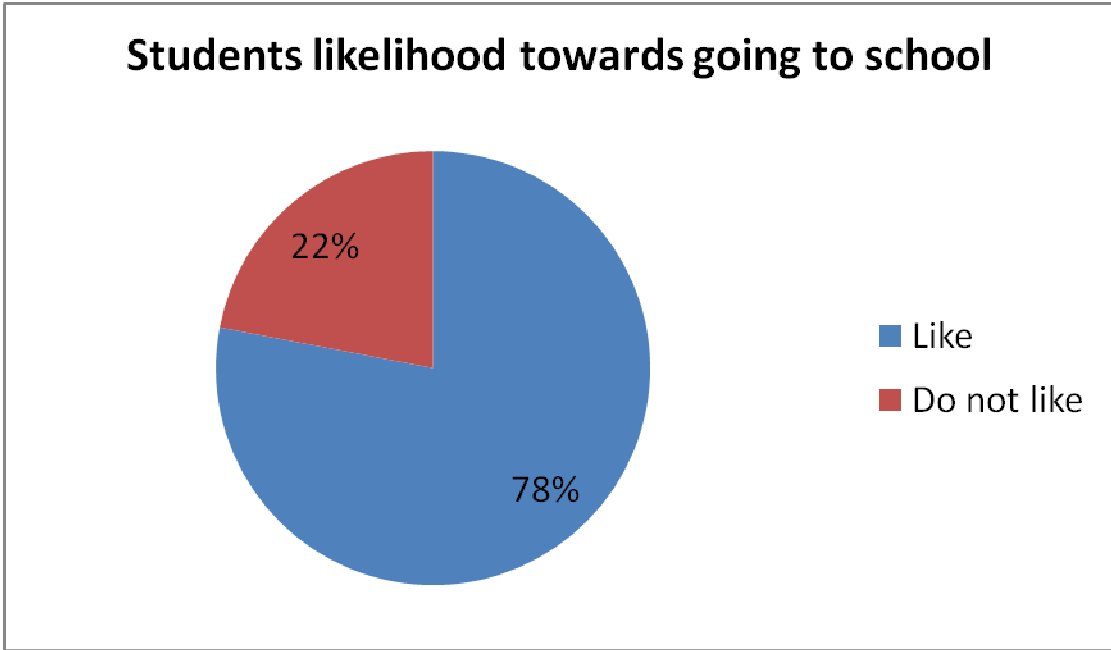
	n	%
Lower form (F1-F3)	91	56
Higher form (F4-F7)	71	44



56% and 44% of the questionnaires were distributed to lower form students and higher form students respectively.

Table 4.2.3 Students likelihood towards going to school

	n	%
Like	127	78
Do not like	35	22

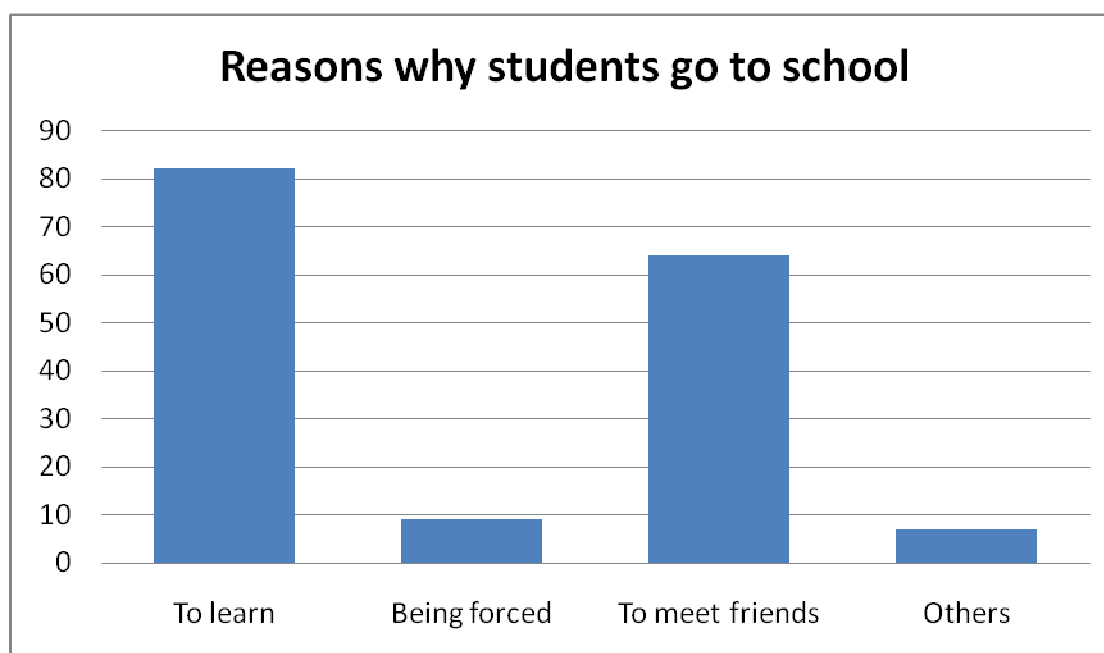


The majority liked to go to school and only 22% of the students showed their

unwillingness towards going to school.

Table 4.2.4 Reasons why students go to school

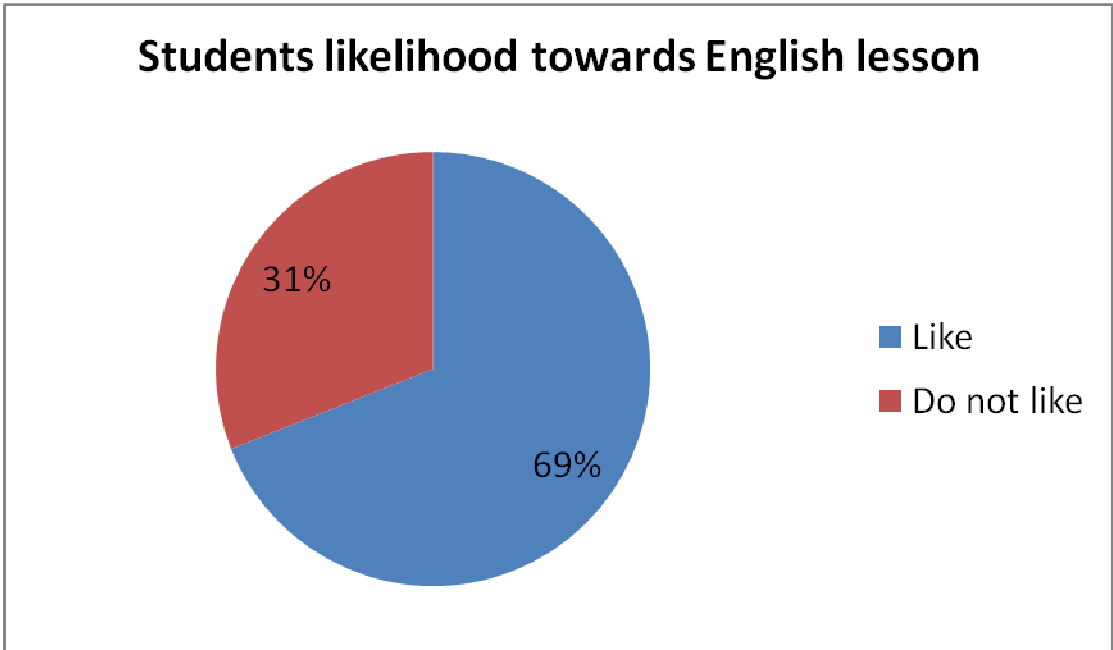
	n	%
To learn	133	82
Being forced	15	9
To meet friends	103	64
Others	11	7



82% and 64% of students went to school for learning and meeting friends respectively. 9% of them revealed that they were forced to do so. Others went to school to have fun or to use the school computer.

Table 4.2.5 Students likelihood towards English lesson (N=162)

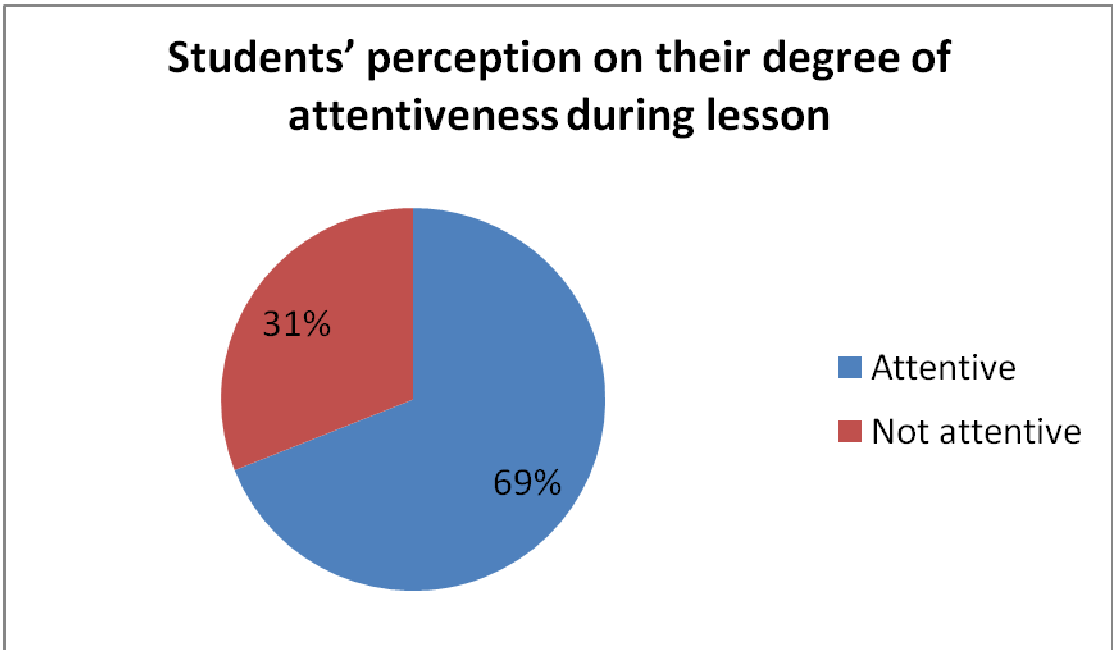
	n	%
Like	112	69
Do not like	50	31



69% of the students liked the English lessons.

Table 4.2.6 Students’ perception on their degree of attentiveness during lesson
(N=162)

	n	%
Attentive	111	69
Not attentive	51	31

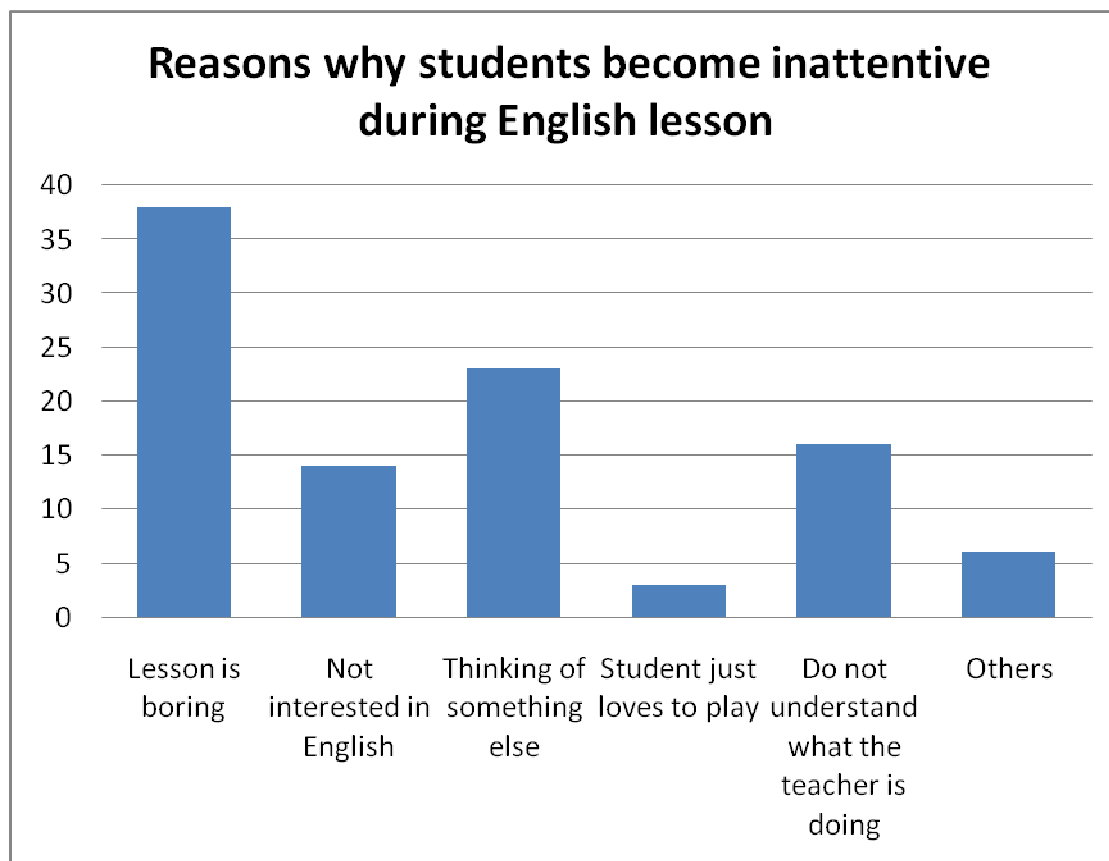


Most of the students, which represented 69% of the participants, thought they

were attentive during lesson.

Table 4.2.7 Reasons why students become inattentive during English lesson
(N=162)

	n	%
Lesson is boring	61	38
Not interested in English	22	14
Thinking of something else	38	23
Student just loves to play	5	3
Do not understand what the teacher is doing	27	16
Others	9	6

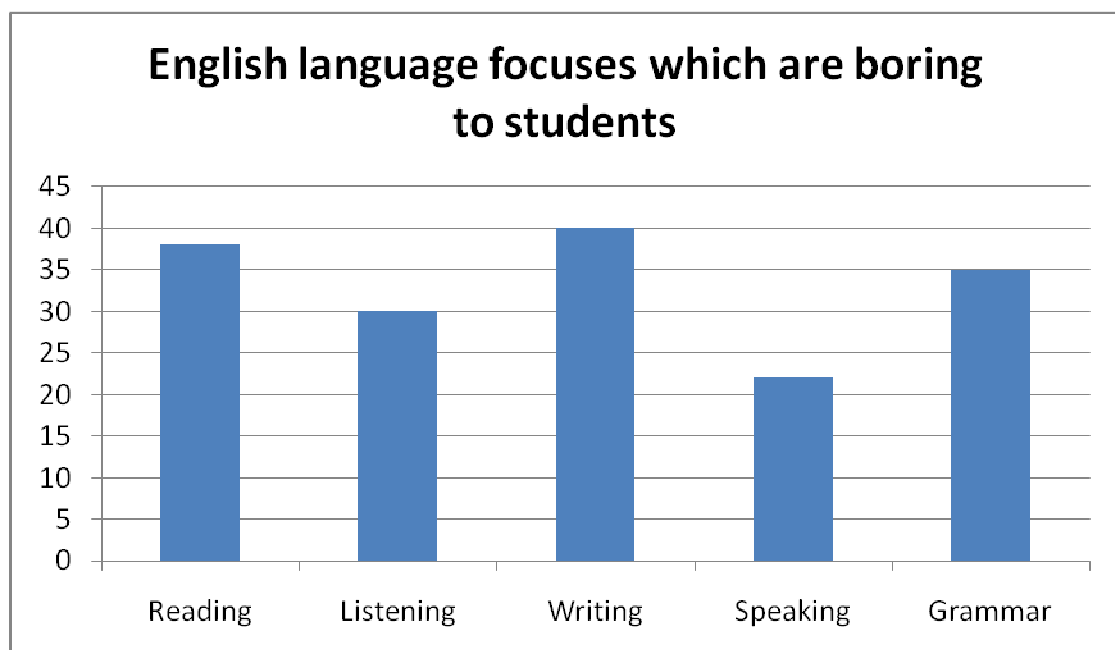


38% of the students were inattentive because the lesson was boring. While 23 % of them were thinking of something else during the lessons, 16% of them could not understand the lesson content. 14% and 3% of them admitted that they were not interested in English or they loved to play rather than attending lessons respectively. Other students were inattentive because they were sleepy, tired or they did not like the

teacher.

Table 4.2.8 English language focuses which are boring to students

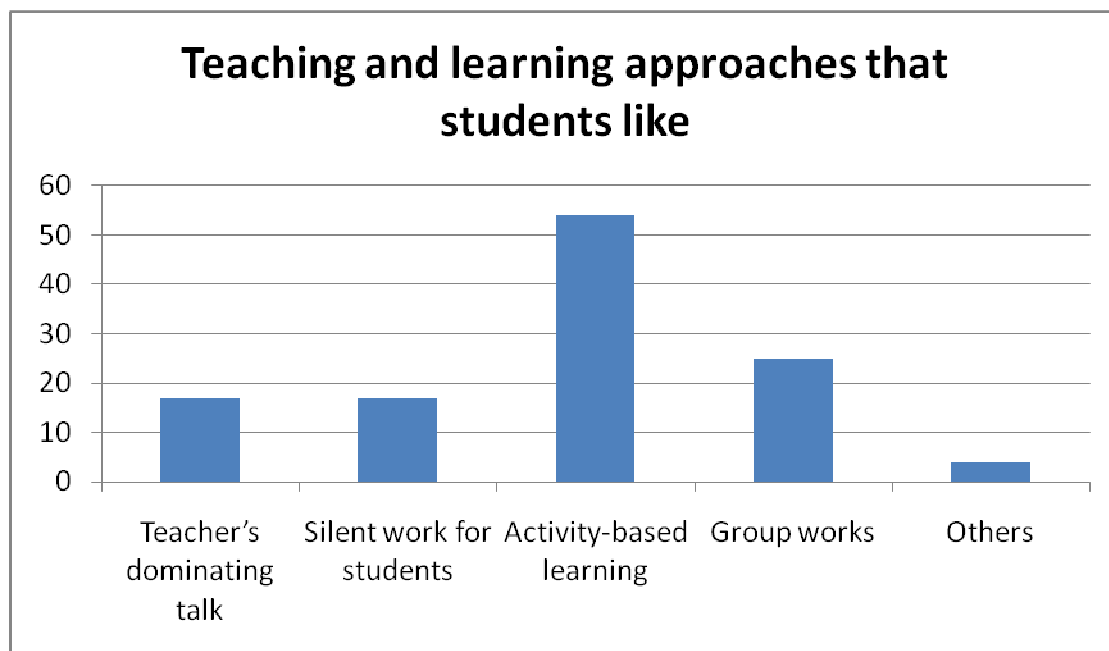
	n	%
Reading	62	38
Listening	49	30
Writing	64	40
Speaking	35	22
Grammar	57	35



Of the English language focuses, 40% of students disliked writing and 38% of them did not enjoy reading. While grammar and listening were unattractive to 35% and 30% of them, most students liked speaking and there were only 22% of them who got bored with speaking.

Table 4.2.9 Teaching and learning approaches that students like

	n	%
Teacher's dominating talk	27	17
Silent work for students	27	17
Activity-based learning	87	54
Group works	41	25
Others	6	4

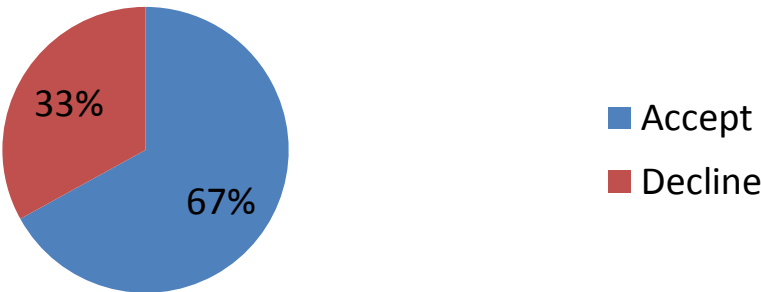


Among all the students, 54% of them like to have activity-based learning, 25% of them like to have group works. Apart, 17% of students like to have teacher's dominating talk during the lessons and silent work for students. Some suggested having NET teachers in teaching.

Table 4.2.10 Students acceptancy towards receiving disciplinary consequence when they are inattentive during lesson (N=162)

	n	%
Accept	108	67
Decline	54	33

Students acceptancy towards receiving disciplinary consequence when they are inattentive during lesson



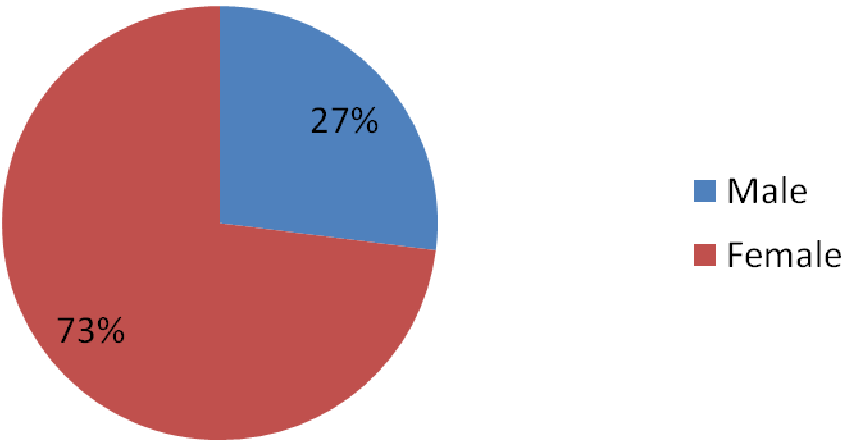
Only 33% of the students were reluctant towards receiving disciplinary consequence when they are inattentive during lesson. Most of them agreed that it was reasonable for teachers to take disciplinary actions.

4.3 Demographic Information of Participants – Teachers

Table 4.3.1 Gender of the Teachers (N=15)

	n	%
Male	4	27
Female	11	73

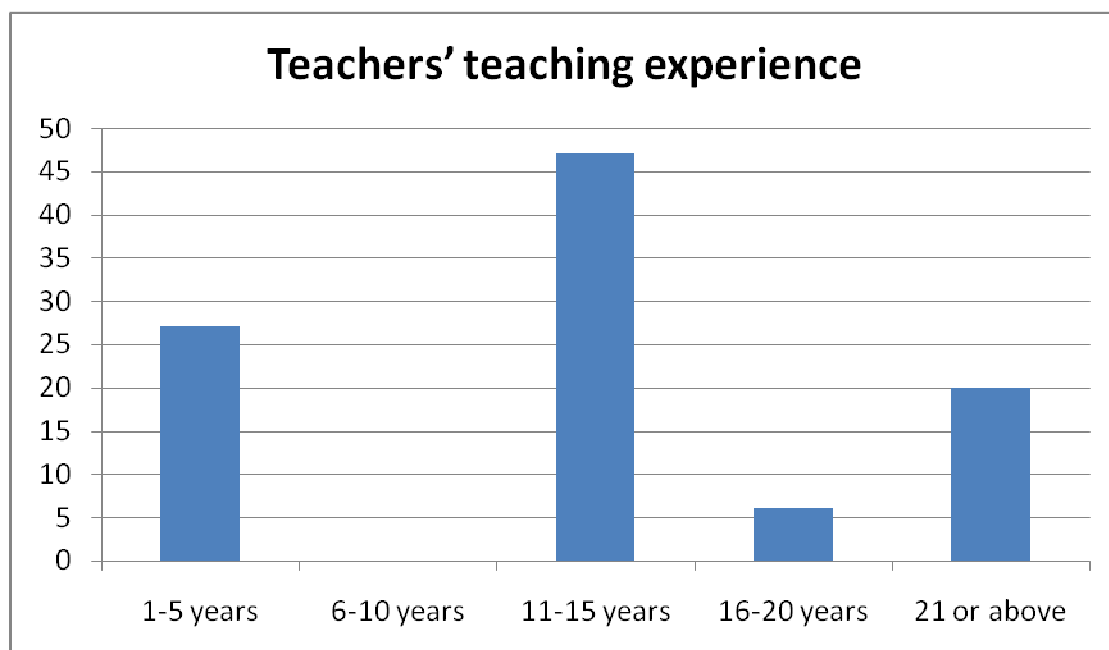
Gender of the Teachers



73% of the teachers who participated in filling the questionnaire are female,
only the remaining are male teachers.

Table 4.3.2 Teachers' teaching experience (N=15)

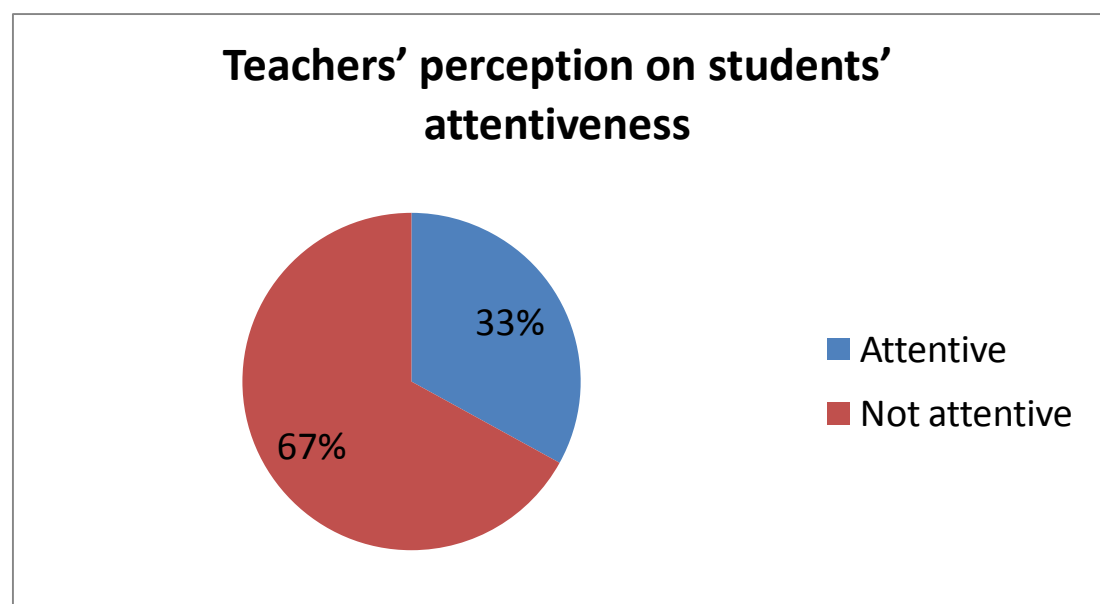
	n	%
1-5 years	4	27
6-10 years	0	0
11-15 years	7	47
16-20 years	1	6
21 or above	3	20



47% of the teachers had 11-15 years of teaching experience, which represented almost half of all them. While 27% of them had 1-5 years of experience, 20% of them were very experienced with 21 years or more teaching experience. The remaining 6 % had 16-20 years teaching experience.

Table 4.3.3 Teachers' perception on students' attentiveness (N=15)

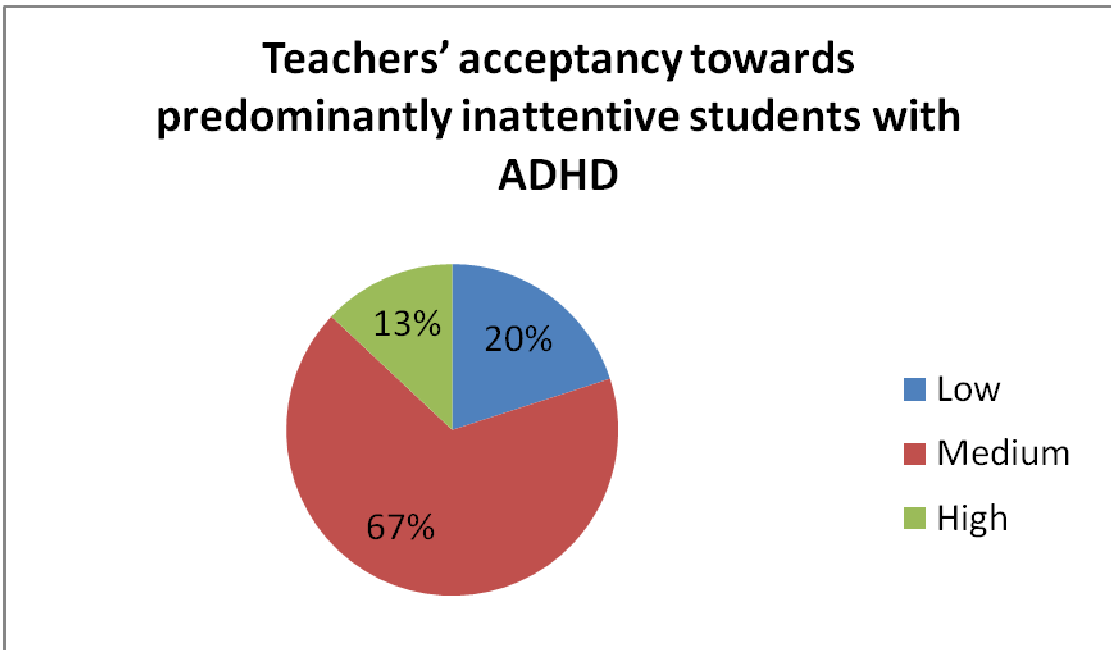
	n	%
Attentive	5	33
Not attentive	10	67



Among all of the teachers, only a few of them thought that students were attentive, while 67% of them had the view that students were inattentive during lesson.

Table 4.3.4 Teachers' acceptancy towards predominantly inattentive students with ADHD (N=15)

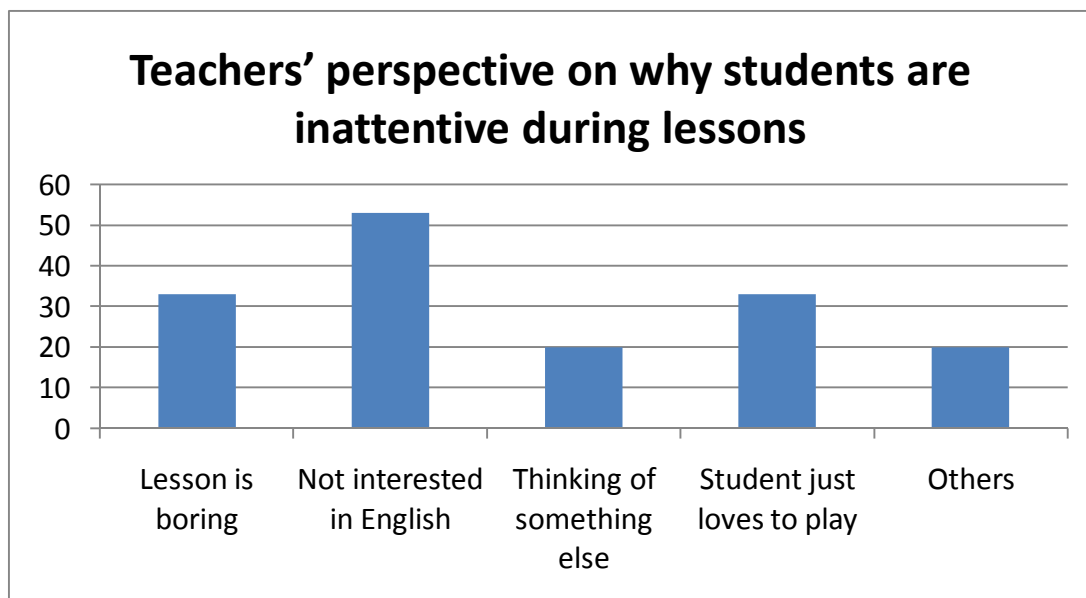
	n	%
Low	3	20
Medium	10	67
High	2	13



67% of all the teachers did not have strong view towards predominantly inattentive students with ADHD. About 13% of teachers accepted those students which was less than teachers who was unlikely to accept them.

Table 4.3.5 Teachers' perspective on why students are inattentive during lesson

	n	%
Lesson is boring	5	33
Not interested in English	8	53
Thinking of something else	3	20
Student just loves to play	5	33
Others	3	20



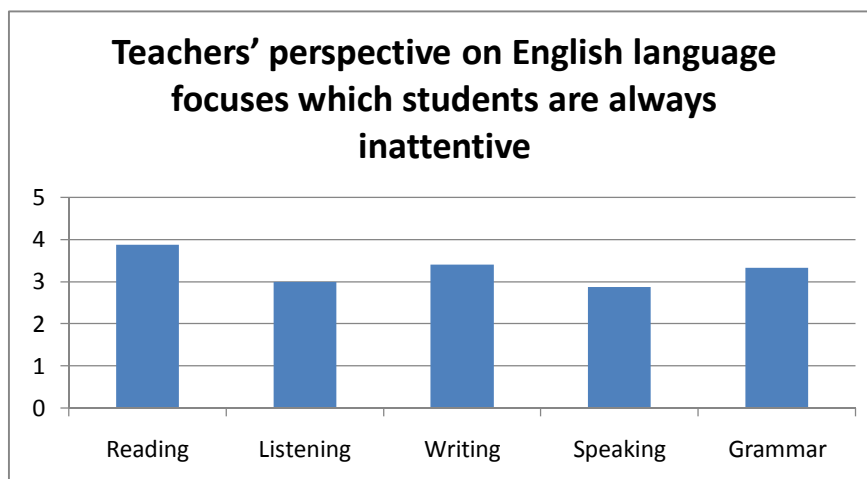
More than half of the teachers were of the view that students were inattentive during lesson because they were not interested in English. 33% of the teachers thought that students got bored during lesson and students just liked to play, which explained why they were inattentive. Apart, 20% of the teachers thought that students were thinking of something else. Some teachers believed that students were inattentive due to ADHD syndrome.

Table 4.3.6 Teachers' perspective on English language focuses which students are always inattentive

(5 for most often inattentive)

Reading	3.87
---------	------

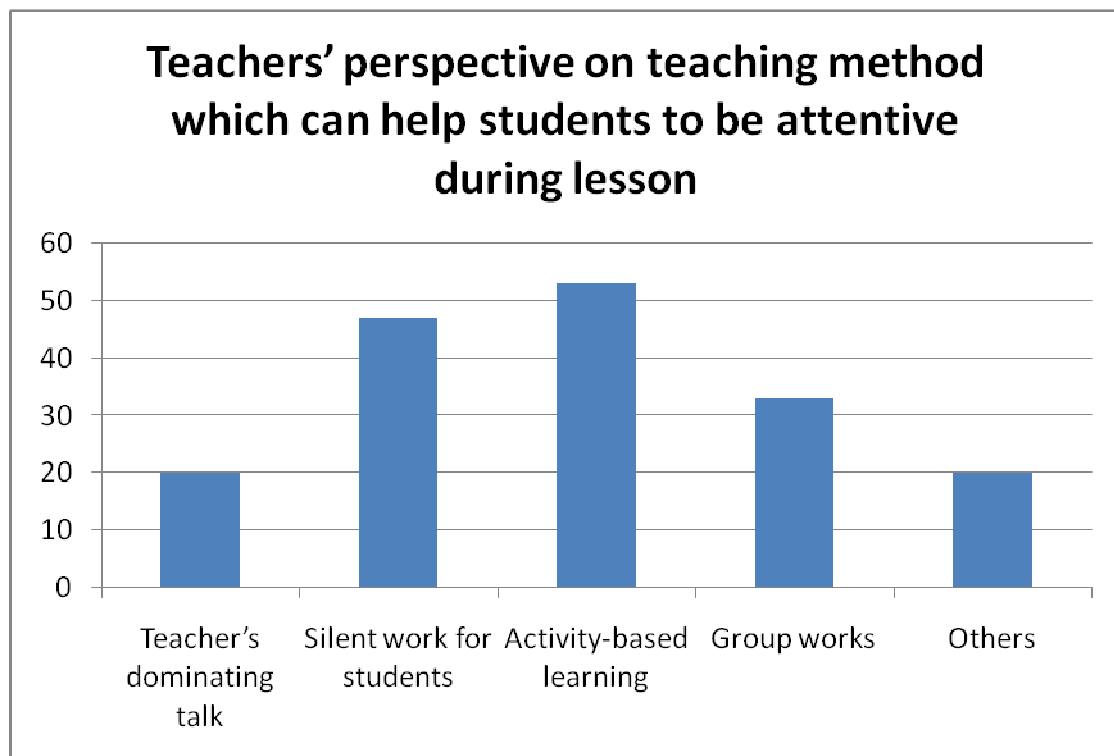
Listening	3
Writing	3.4
Speaking	2.87
Grammar	3.33



Reading was rated 3.87, as the English language focuses which students were most inattentive, followed by writing, grammar and listening with rating 3.4, 3.33 and 3 respectively. Teachers thought that students were less inattentive when speaking was being taught.

Table 4.3.7 Teachers' perspective on teaching method which can help students to be attentive during lesson

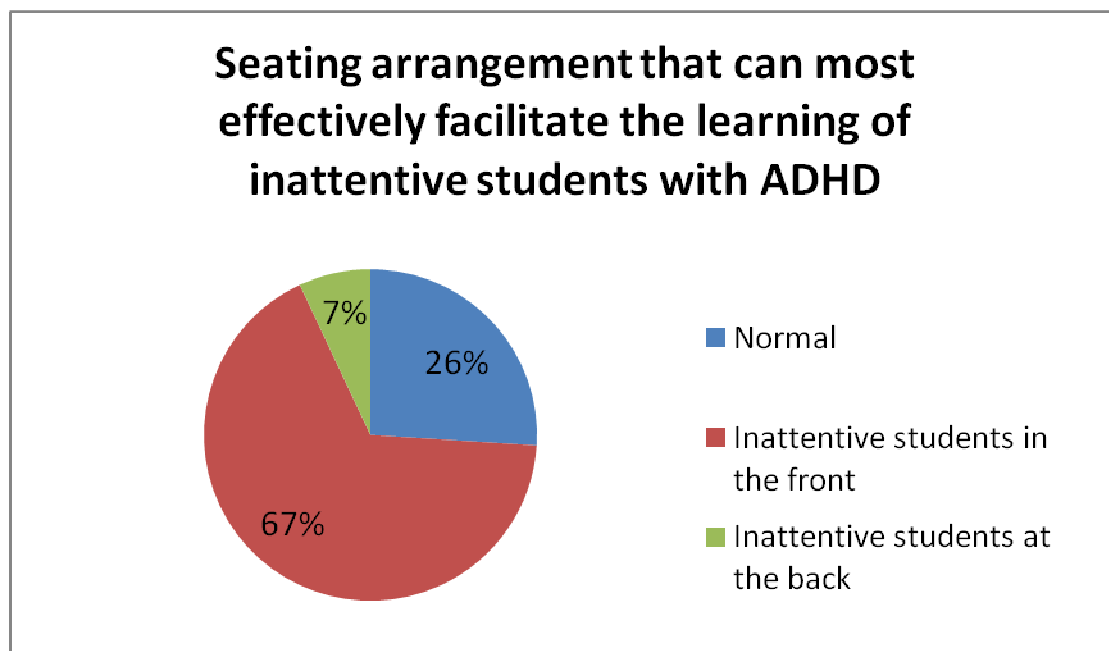
	n	%
Teacher's dominating talk	3	20
Silent work for students	7	47
Activity-based learning	8	53
Group works	5	33
Others	3	20



53% of the teachers considered activity-based learning could help students to be attentive during lesson. 47% of the teachers thought that silent work for students could raise their attentiveness, whereas 33% of them supported the use of group works. 20% of them thought that teacher's dominating talk could help students to be attentive, and others suggested using the multi-media tools such as short films or songs.

Table 4.3.8 Seating arrangement that can most effectively facilitate the learning of inattentive students with ADHD (N=15)

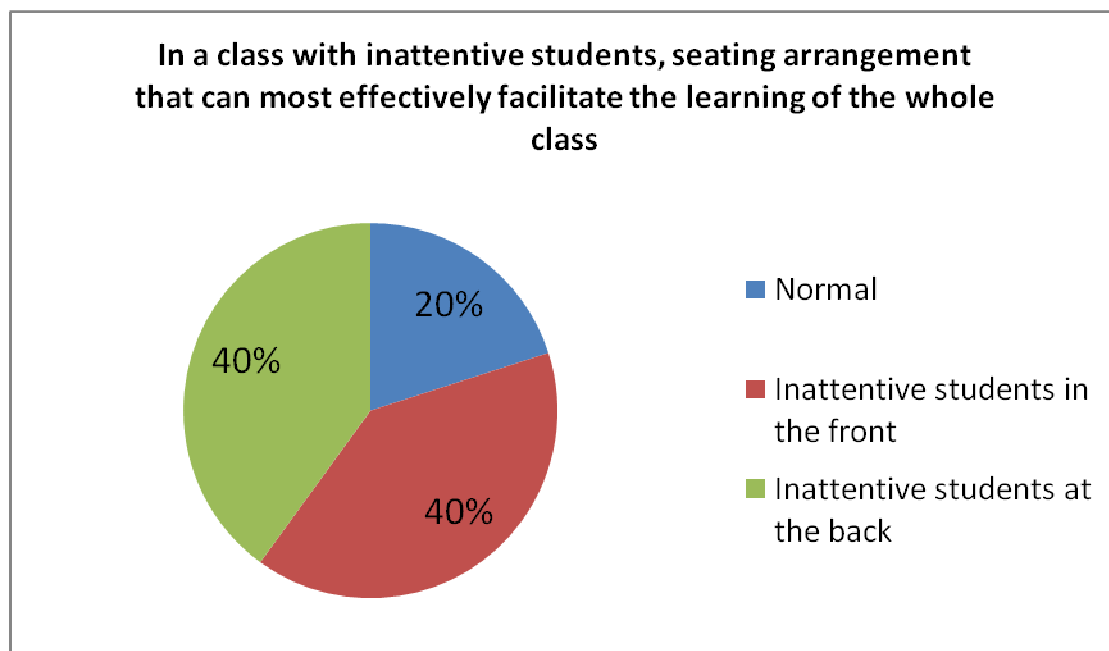
	n	%
Normal	4	26
Inattentive students in the front	10	67
Inattentive students at the back	1	7



A significant 67% of the teachers believed that arranging inattentive students with ADHD to sit in the front could facilitate their learning. 26% of them would not make any special seating arrangement, while 7% of them would arrange inattentive students to sit at the back.

Table 4.3.9 In a class with inattentive students, seating arrangement that can most effectively facilitate the learning of the whole class (N=15)

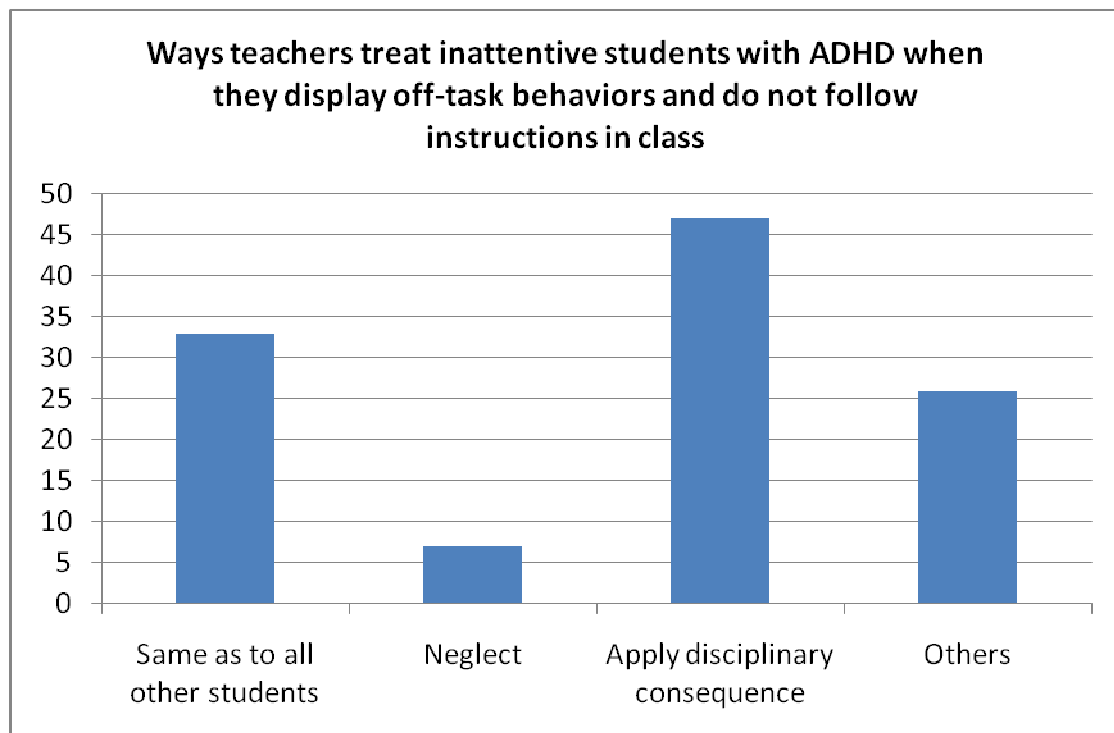
	n	%
Normal	3	20
Inattentive students in the front	6	40
Inattentive students at the back	6	40



40% of the teachers thought that arranging inattentive students to sit in the front or at the back can most effectively facilitate the learning of the whole class. The remaining 20% would make normal random arrangement.

Table 4.3.10 Ways teachers treat inattentive students with ADHD when they display off-task behaviors and do not follow instructions in class

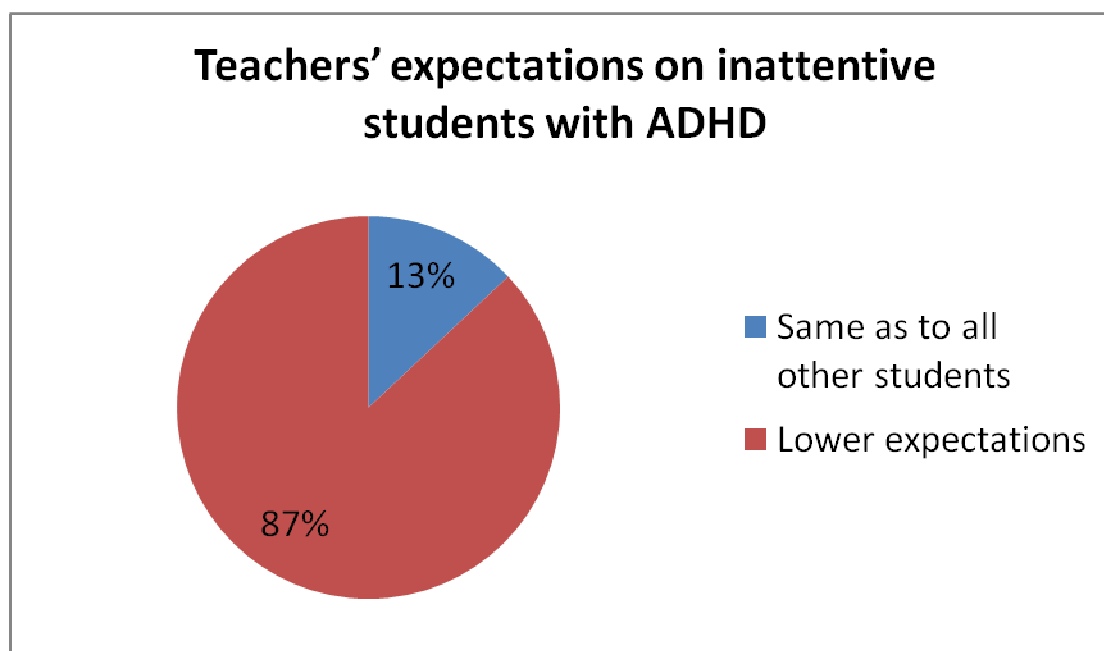
	n	%
Same as to all other students	5	33
Neglect	1	7
Apply disciplinary consequence	7	47
Others	4	26



About half of the teachers would take disciplinary actions when students with ADHD displayed off-task behaviors and did not follow instruction in class. 33% of the teachers would treat those students in the same way as all other students. 7% of them chose to neglect the inattentive students. Others considered giving verbal warning to those students.

Table 4.3.11 Teachers' expectations on inattentive students with ADHD (N=15)

	N	%
Same as to all other students	2	13
Lower expectations	13	87



The majority of the teachers showed lower expectations on inattentive students with ADHD. Only 13% of them had same expectation on them as on all other students.

Chapter Five

Discussion, Conclusions, and Recommendations

5.1 Introduction

After going through all the questionnaires' result, note from class observation and information from interviews with teachers. It is found out that there are some of the results are out of the expectations. These are going to discuss in the later section.

5.2 Discussion of Results

5.2.1 The difference in perception between students and teachers

Teachers generally believe that students stay inattentive in class since they do not like to go to school and do not know the reason why they need to go to school. However, this perception is wrong. 78% of students like to go to school and even 82% of them know that they had to go to school to learn. This show that students strongly understand that they have to go to school.

Apart from that, even though 78% of students like to go to school, only 69% of them like to have English lesson. This may due to students are not confident in using English and they do not know what the teachers are doing.

It is interesting to find out that there are still a 69% of students believe that they are attentive during lesson, however, only 33% of teachers think that their students are attentive during lesson. From the finding, it is surprise to know that only 14% of the students claim that they are not interested in English. However, in teachers' perception, 53% of teachers believe that students' are not attentive in class since they are not interested in English.

5.2.2 Teachers' acceptancy and expectations on predominantly inattentive students with ADHD

In the teaching profession, teacher should treat all the students equally, however, it is alarming that there are still a 20% of teachers have low acceptancy towards predominantly inattentive students with ADHD.

Teachers generally believe that students who are predominantly inattentive with ADHD having some kinds of learning disabilities. In this case, teachers should think of ways to facilitate their learning but not simply have lower expectations on them. There are 87% of teachers have lower expectations on this group of students than the others. Teachers should find ways to help all students to improve and have same expectations on them.

5.2.3 Difficulties experience by students on English language focuses

In English language learning, students' generally think that reading, writing and grammar learning are boring to them. That match with the result that teachers believe that students are generally inattentive when they are teaching them in reading, writing and grammar.

It is very important that teachers should think of ways in grapping the students attention during lessons.

5.2.4 Suitable teaching method in facilitating English learning for predominantly inattentive students with ADHD

In order to make their students focus and pay attention during the lesson, teachers should adjust their teaching method to cater this group of students. However, from the questionnaires it is surprise to find out that the teaching method that students like most is matched with the ideal teaching method which teachers believe that can keep students attention in class. In this way, teachers can try to have more activity based learning during lessons. This can help students to stay attentive in class and most important, students will not get bored if they have activity based learning in the classroom.

5.2.5 The best classroom seating arrangement that can facilitating English learning for predominantly inattentive students with ADHD

Having a good seating arrangement in the classroom can help predominantly inattentive students with ADHD to stay attentive in class. 67% of teachers believe that putting inattentive students in the front row of the class can effectively facilitate their learning. This is because when inattentive students are sitting in the front row of the class. Almost all the distraction will be behind of the students therefore eliminating the distracting factors from inattentive students. However, in order to facilitate the whole class teaching, only 40% of teachers believe that putting inattentive students in the front row can facilitate the learning of the whole class. The main reason is that when inattentive students are sitting in the front row, there will be chances which other students will be distracted by the inattentive students.

Apart, there are another 40% of teachers think that in order to facilitate the whole class learning, inattentive students should put at the end of the classroom. However, the teachers seem to neglect the needs for inattentive students when placing them at the end of the classroom.

5.2.6 Applying suitable disciplinary consequences on predominantly inattentive students with ADHD

47% of teachers claim that they will apply disciplinary consequence if the inattentive students with ADHD display off-task behavior. However, only 33% of students accept in receiving disciplinary consequence when they are inattentive. Obviously, students do not know the reason why teachers apply disciplinary consequence on them when they are inattentive. Students somehow do not think that their inattentiveness during lesson is causing trouble to the classroom.

5.3 Recommendations

5.3.1 Communicate with predominantly inattentive students with ADHD

It is very important for teachers to communicate with students who are predominantly inattentive with ADHD. It will be good to discuss with students the reasons why they have to be attentive. McIntyre (1989) also suggest that it is good to explain to distractible students the reasons why they need to pay attention in the classroom.

5.3.2 Have a good seating arrangement

Generally, teachers should “use preferential seating in the class so that cues or signals may be given and the student’s work may more easily be monitored.” (Flick, Yu Ming Sum Antonia, 2005605491

1998) It will be good to have predominantly inattentive students sitting in the front row of the classroom to facilitate their learning. However, this arrangement may vary from classroom to classroom and students to students.

5.3.3 Implement activity-based learning

It is important for teachers to know how their students can learn best. For predominantly inattentive students with ADHD, they will not be able to be attentive in class if they think that the tasks and works are boring. Students will generally be more involve and more on task if teachers implement activity-based learning as students think that this is more fun.

5.3.4 Set goals and rules with predominantly inattentive students with ADHD

When teachers set goals and rules with students, students will then get motivated and try to work towards the goal. It is also good to “set goals and determine appropriate and valuable rewards and penalties for behavior” (Barkley, 1995)

5.3.5 Suitable punishment and positive reinforcement

It is good to let students know that they may get reward if they are on task and they may be penalized if they are off task. Teachers should not only apply disciplinary consequences on students when they are being off task. There should also be positive reinforcement when they are good. “Positive reinforcement, also known as positive consequences, is probably the most powerful and constructive tool in behavior management.” (Morris, 1998)

5.3.6 Shortening assignments and provide break to students

It is always said that students who are predominantly inattentive with ADHD are generally having short attention span. They also selectively complete short assignment instead of the long one. “Reducing assignment lengths or inserting breaks maybe especially important when tedious and uninteresting work must be completed.” (Wodrich, 1994)

5.3.7 Peer tutoring

For some predominantly inattentive students with ADHD, some of them exactly do not realize that they have misbehaved in class. In this way, peer tutoring can bring advantages to students with ADHD. (Abramowitz & O’Leary, 1991) With peer tutoring, “it gives students more opportunities to observe and practice the positive behaviors of their peer tutors in the classroom.” (Lerner, Lowenthal & Lerner, 1995)

5.3.8 Home-school co-ordination

Parent is usually the one who have the most contact with the students. For a student who is predominantly inattentive with ADHD, it is very important for the teacher to tell their parent how and what exactly are their children doing in school. “We should all aware of the impact parent involvement has on the achievement of students.” (Greenbaum & Markel, 2001)

5.4 Conclusion

Teachers should never neglect the present of predominantly inattention students with ADHD. With suitable interventions, this group of students can also be success in their learning.

It is important for teachers to know more about inattentive students as it is normal for teachers to come across in their teaching career. Different ways can be used to facilitate the learning of predominantly inattentive students with ADHD listed in the recommendations.

With teachers working hard for this group of students, inclusive education with students having ADHD can be more successful.

References:

1. Abramowitz, A.J. & O’Leary S.G. (1991). Behavior Interventions for the Classroom – Implications for students with ADHD. *School Psychology Review*.
2. Alban-Metcalf, J. & Alban-Metcalf, J. (2001). *Managing Attention Deficit / Hyperactivity Disorder in the Inclusive Classroom – Practical Strategies for Teachers*. David Fulton Publishers.
3. Armstrong, T. (1995). *The Myth of the A.D.D. Child*. Dutton.
4. Barkley, R.A. (1995). *Taking Charge of ADHD – the Complete Authoritative Guide for Parents*. The Guilford Press.
5. Barkley, R.A. (1998). *Attention-deficit Hyperactivity Disorder – A Handbook for Diagnosis and Treatment (2nd Ed.)*. The Guilford Press.
6. Braswell, L. & Bloomquist, L.M. (1991). *Cognitive-Behavioral Therapy with ADHD Children – Child, Family, and School Interventions*. The Guilford Press.
7. Brown, R.T. & Quay, H.C. (1977). Reflection-impulsivity of normal and behavior-disordered children. *Journal of Abnormal Child Psychology*.
8. Cinema, E.R. (2002). *Making ADHD a Gift*. Scarecrow Education.
9. Cooper, P. & Bilton K. (1999). *ADHD – Research, Practice and Opinion*. Whurr Publishers Ltd.
10. DuPaul, J.G. & Stoner, G. (1994). *ADHD in the schools. Assessment and Intervention Strategies*. The Guilford Press.
11. DuPaul, J.G. & Stoner, G. (2003). *ADHD in the School (2nd Ed.)*. The Guilford Press.
12. Fitzgerald, M., Bellgrove, M. & Gill, M. (2007). *Handbook of Attention Deficit Hyperactivity Disorder*. Wiley.
13. Flick, L.G. (1998). *ADD/ ADHD Behavior-Change Resource Kit*. The Centre for Applied Research in Education.
14. Goldstein, S. & Goldstein, M. (1990). *Managing Attention Disorders in Children – A Guide for Practitioners*. Wiley-interscience Publication.
15. Greenbaum, J. & Markel, G. (2001). *Helping Adolescents with ADHD & Learning Disabilities*. The centre of applied research in Education.
16. Greenberg, S.G. & Horn, F.W. (1991). *Attention Deficit Hyperactivity Disorder – Questions & Answers for Parents*. Research Press.
17. Guyer, P.B. (2000). *ADHD – Achieving Success in School and in Life*. A Pearson Education Company.
18. Hartmann, T. (1995). *ADD Success Stories – A Guide to Fulfillment for Families with Attention Deficit Disorder*. Underwood Books.
19. Hartmann, T. (1998). *Healing ADD – Simple Exercises that will change your Daily Life*. Underwood Books.

20. Head, G. (2007). *Policy and Practice in Education 18: Better Learning, better behavior*. Dunedin Academic Press.
21. Holowenko, H. (1999). *Attention Deficit / Hyperactivity Disorder – A Multidisciplinary Approach*. Jessica Kingsley Publishers Ltd.
22. Jordan, R.D. (1992). *Attention Deficit Disorder – ADHD and ADD Syndromes* (2nd Ed.). PRO-ED.
23. Jordan, R.D. (2006). *Overcoming Attention Deficit Disorders – In Children, Adolescents, and Adults* (4th Ed.) PRO-ED.
24. Kajander, R. (1995) *Living with ADHD – A Practical Guide to Coping with Attention Deficit Hyperactivity Disorder*. Institute for Research and Education HealthSystem Minnesota.
25. Lensch, R.C. (2000). *Making Sense of Attention Deficit / Hyperactivity Disorder*. Greenwood Publishing Group.
26. Lerner, W.J., Lowenthal, B. & Lerner, R.S. (1995). *Attention Deficit Disorders – Assessment and teaching*. Brooks / Cole Publishing Company.
27. Levy, F. & Hay, A.D. (2001). *Attention, Genes and ADHD*. Brunner-routledge.
28. McEwan, K.E. (1995). *Attention Deficit Disorder – Helpful, Practical Information*. Harold Shaw Publishers.
29. McIntyre, T. (1989). *A Resource Book for Remediating Common Behavior and Learning Problems*. Allyn & Bacon.
30. Morrie, J. (1998). *Facing AD/HD – A Survival Guide for Parents of Children with Attention-Deficit / Hyperactivity Disorder*. Research Press
31. Munden, A. & Arcelus, J. (1999). *The AD/HD Handbook – A Guide for Parents and Professionals on Attention Deficit / Hyperactivity Disorder*. Jessica Kingsley Publishers.
32. O'regan, J.F. (2007). *ADHD* (2nd Ed.). Continuum International Publishing Group.
33. Pooh-McBrayer, K. F. & Lian, M-G.J. (2002). *Special needs education: Children with exceptionalities*. Hong Kong: Chinese University Press.
34. Proulx-Schirduan, V., Shearer, B.C. & Case I.K. (2009). *Mindful Education for ADHD Students – Differentiating Curriculum and Instruction Using Multiple Intelligencees*. Teachers College, Columbia University.
35. Quinn, O.P. (1995). *Adolescents and ADD – Gaining the Advantage*. Magination Press.
36. Quinn, O.P. (1997). *Attention Deficit Disorder – Diagnosis and Treatment from Infancy to Adulthood*. Brunner / Mazel Publishers
37. Spohrer, K. (2007). *The Teaching Assistants' Guide to ADHD*. Continuum International Publishing Group.
38. Weyandt, L.L. (2006). *An ADHD Primer* (2nd Ed.). Lawrence Erlbaum Associates, Yu Ming Sum Antonia, 2005605491

Publishers

39. Wodrich, L.D. (1994). Attention Deficit Hyperactivity Disorder – What Every Parent Wants to Know (2nd Ed.). Brookes Publishing Co.
40. Zentall, S.S. (2006). ADHD and Education – Foundations, Characteristics, Methods, and Collaboration. Pearson.